

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Wagner Community School District
Accountability Review - Monitoring Report 2012-2013**

Team Members: Donna Huber, Team Leader; Diane Reyelts, Roxanna Uttermark, Education Specialists; Beth Schiltz, Special Education Programs and Mary Livermont, Transition Liaison.

Dates of On Site Visit: January 16-17, 2013

Date of Report: January 18, 2013

All non-compliance must be corrected within 1 year of this report date.

Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Division of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:25:04. Evaluation procedures -- General. School districts shall ensure, at a minimum, that evaluation procedures include the following:

(5) A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parents, that may assist in determining:

- Whether the child is a child with a disability; and
- The content of the child's IEP,

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- A statement of the student's present levels of academic achievement and functional performance, including:
 - How the student's disability affects the student's involvement and progress in the general education curriculum
- A statement of measurable annual goals, including academic and functional goals, designed to:
 - Meet the student's needs that result from the student's disability...and
 - Meet each of the student's other educational needs that result from the student's disability;

For students with disabilities who take alternate assessments aligned to alternate achievement standards, each student's IEP shall provide a description of benchmarks or short-term objectives;

- A statement **of the special education and related services and supplementary aids and services,**...

Corrective Action:

Prong 1: Correct each individual case of noncompliance

Timeline for Completion: 45 calendars day from the report date listed above.

Student:	Required Action:	Data To Be Submitted:
Student File # 14: This student was reported on child count under the category of 560. 1. There was no evidence in the file that	Following all procedural safeguards, the district will need to conduct a reevaluation: 1. Obtain consent to conduct a skill based	The district will submit : 1. Prior Notice (PR) Consent for evaluation

<p>the district had an evaluation report summarizing:</p> <ol style="list-style-type: none"> Standardized achievement results Skill based assessment results in the area of achievement Skill based fine motor evaluation results Skill based gross motor evaluation results <p>2. The IEP did not contain all required content</p>	<p>assessment and summarize the results in a report in the following areas:</p> <ol style="list-style-type: none"> Achievement Fine Motor Gross Motor <ol style="list-style-type: none"> Write a report summarizing the standardized achievement results Determine eligibility Develop an IEP to meet the needs of the student. 	<ol style="list-style-type: none"> All evaluation reports Eligibility document PN for the meeting IEP Parental Prior Notice
<p>Date Data Submitted:</p> <p>Status:</p>		

Student:	Required Action:	Data To Be Submitted:
<p>Student File # 13. This student was reported on child count under the category of 510.</p> <ol style="list-style-type: none"> The IEP did not contain all required content <ol style="list-style-type: none"> Short term objectives are required for all goals written for this student because the student is participating in Dakota Step A. Description of services did not accurately reflect all services being provided for this student. 	<p>Following all procedural safeguards, the district will either need to develop a new IEP or amend the current IEP to ensure all required content.</p>	<p>The district will need to submit:</p> <ol style="list-style-type: none"> PN for the meeting if the team decides to develop a new IEP or Parental Prior Notice Amended IEP
<p>Date Data Submitted:</p> <p>Status:</p>		

Student:	Required Action:	Data To Be Submitted:
<p>Student File # 3. This student was reported on child count under the category of 555.</p> <ol style="list-style-type: none"> The IEP did not contain all required content 	<p>Following all procedural safeguards, the district will either need to develop a new IEP or amend the current IEP to ensure all required content.</p>	<p>The district will need to submit:</p> <ol style="list-style-type: none"> PN for the meeting if the team decides to develop a new IEP or

a) Description of services did not accurately reflect all services being provided for this student		2. Parental Prior Notice 3. Amended IEP
Date Data Submitted: Status:		

Student:	Required Action:	Data To Be Submitted:
<p>Student File # 1. This student was reported on child count under the category of 555.</p> <ol style="list-style-type: none"> The IEP did not contain all required content <ol style="list-style-type: none"> Description of services did not accurately reflect all services being provided for this student Student had no behavior goals Within the Present Level of Academic Achievement and Functional Performance (PLAAFP), the district did not adequately address how the disability affects the student's performance in the general curriculum. 	<p>Following all procedural safeguards, the district will either need to develop a new IEP or amend the current IEP to ensure all required content.</p>	<p>The district will need to submit:</p> <ol style="list-style-type: none"> PN for the meeting if the team decides to develop a new IEP or Parental Prior Notice Amended IEP
Date Data Submitted: Status:		

Student:	Required Action:	Data To Be Submitted:
<p>Student File # 8: This student was reported on child count under the category of 510.</p> <ol style="list-style-type: none"> The IEP did not contain all required content <ol style="list-style-type: none"> Short term objectives are required for all goals written for this student because the student is participating 	<p>Following all procedural safeguards, the district will either need to develop a new IEP or amend the current IEP to ensure all required content</p>	<p>The district will need to submit:</p> <ol style="list-style-type: none"> PN for the meeting if the team decides to develop a new IEP or Parental Prior Notice Amended IEP

in Dakota Step A.		
Date Data Submitted: Status:		

Student:	Required Action:	Data To Be Submitted:
<p>Student File # 11: This student was reported on child count under the category of 525.</p> <ol style="list-style-type: none"> 1. The IEP did not contain all required content d) Description of services did not accurately reflect all services being provided for this student 	<p>Following all procedural safeguards, the district will either need to develop a new IEP or amend the current IEP to ensure all required content</p>	<p>The district will need to submit:</p> <ol style="list-style-type: none"> 1. PN for the meeting if the team decides to develop a new IEP or 2. Parental Prior Notice 3. Amended IEP
Date Data Submitted: Status:		

Student:	Required Action:	Data To Be Submitted:
<p>Student File # 12: This student was reported on child count under the category of 550.</p> <ol style="list-style-type: none"> 1. The IEP did not contain all required content: <ol style="list-style-type: none"> a) Measurable annual goals to meet the student's needs that result from the student's disability 	<p>Following all procedural safeguards, the district will either need to develop a new IEP or amend the current IEP to ensure all required content</p>	<p>The district will need to submit:</p> <ol style="list-style-type: none"> 1. PN for the meeting if the team decides to develop a new IEP or 2. Parental Prior Notice 3. Amended IEP
Date Data Submitted: Status:		

<p><u>Prong 2:</u></p> <p>Required Action:</p> <p>The district will ensure all evaluation procedures are followed during the evaluation process, including skill based assessment results being summarized into a report which will assist the team in developing the IEP.</p>
<p>Data To Be Submitted:</p> <p>Each special education teacher who submitted for prong 1 will submit for one student :</p> <ol style="list-style-type: none"> 1. The prior notice/consent for evaluation 2. Copies of all the evaluation reports including skill based assessment an

3. Copy of the meeting notice for the eligibility/IEP meeting
4. Copy of the eligibility document
5. Copy of the IEP
6. Parental Prior Notice

The district will receive technical assistance regarding these issues noted in this report.

Target Date for Completion: December 20, 2013

Date - Status Report:

Prong 2:

Required Action:

The district will ensure each IEP contains all required content.

Data To Be Submitted:

Each special education teacher and speech pathologist who submitted for prong 1 will submit for one student :

1. An IEP which contains all required content

The district will receive technical assistance regarding these issues noted in this report.

Target Date for Completion: December 20, 2013

Date - Status Report:

State Performance Plan – Performance Indicators

Indicator 3: Participation and Performance on Statewide Assessments: Participation and performance of children with disabilities on Statewide Assessments.

C) Did the district meet the proficiency target for the subgroup of students with disabilities in the statewide assessment?

Grades K –8 Reading

State Target 76% or higher

District Rate: 33.33%

District Response: The district makes every effort to not over identify students in special education. One would expect that the rate of

progress for these students would be slow. In grades K-8 the district has also used computer-based programs for interventions that may not have targeted adequately the individual needs of students.

C) Did the district meet the proficiency target for the subgroup of students with disabilities in the statewide assessment?

Grades K –8 Math

State Target 76% or higher

District Rate: 33.33%

District Response: The district makes every effort to not over identify students in special education. One would expect that the rate of progress for these students would be slow. In grades K-8 the district has also used computer-based programs for interventions that may not have targeted adequately the individual needs of students.

Indicator 5: Placement of Children Age 6-21

A) Percent of children with IEPs inside the regular class 80% or more of the day.

State Target: 66% or higher

District Rate: 92.4%

District Response: The Wagner Community School District offers tier 2 and tier 3 services to all students grades 1- 4, with or without IEPs. The district makes a concerted effort to provide a continuum of supports for students. Additionally, the district always tries to implement the least restrictive environment before increasing the level of supports. Out of district placements are a last resort. In the middle school, students receive intervention based on Dakota STEP scores. Intervention time in math and reading are built into the schedule for all students. In high school the district offers a reading intervention course for readers who score basic or below basic on the Dakota STEP. The special education teacher co-teaches Pre-Algebra and Reading to provide services in the general education setting without pulling student from core instruction. At all levels general education paraprofessionals are available to serve all students. Special education paraprofessionals are also available to assist students on IEPs in the general education classroom and the least restrictive environment. The district makes every attempt to pull students for their special education services outside of the core instruction. Teachers have the support of the district's curriculum/data coach to help target interventions to students' specific needs. Additionally, teachers are provided collaboration time to look at data to drive instruction, which helps keep student in their least restrictive environment.